

Benefits of Block Scheduling

Teachers

Teachers and students have more quality time together, which creates an atmosphere conducive to bonding.

Teachers are more effective in evaluating student needs, progress and achievement. Working with fewer classes and fewer students in a day, they are able to focus more on individual students and personalized instruction.

Teachers are able to present a thorough presentation of a concept, theory, or new skill followed by practical applications and feedback exercises in the same block of time, not the next day.

Teachers are able to facilitate learning activities that utilize the classroom as a laboratory for learning and conducting research. This means teachers can conduct lessons that are less procedural and more problem-oriented.

Students

Students are better prepared to complete homework correctly because there is enough time for teachers to prepare guided practice in the classroom before making assignments.

Students have fewer subjects upon which to focus in a single day (three or four as opposed to six or seven).

Students have more time to complete laboratory sessions in science, computer applications, technology education, consumer sciences, art, music and writing. Classes that require set-up, takedown, and clean-up are better facilitated by block scheduling.

Students will gain an opportunity to earn four additional credits (32 instead of 28) by the end of high school.

Research indicates that one of the major strengths of block scheduling is the flexible use of the schedule to reduce drop-out rates for at-risk students and provide more opportunities for these students to succeed.

Students who fail a course do not have to wait an entire year to repeat the course. The course can be repeated the following semester regardless of the type of block schedule that is used. There is also greater flexibility for alternative education programs, dual enrollment, work-based learning experiences, and remediation programs.

Students would have the opportunity to take more electives that they might not in the current seven period day.

Administration

Fewer class changes reduce disruption of instruction and less unsupervised time minimizes discipline referrals.

Block scheduling can promote greater parent involvement and positive home-school relationships because of the more frequent interaction between teachers and students and the longer periods for planning.

Instruction

Expanded time and flexible periods for academic instruction provide better opportunities to connect curricula with hands-on activities, real-world applications, and interdisciplinary problems and projects.

Longer periods for academic instruction provide opportunities to utilize available resources such as libraries, computer labs, field trips, study groups, etc.

Programmatic changes include increased course offerings, integration of curriculum, and greater use of technology.

*** These ideas are taken in part from *The Complete Handbook of Block Scheduling*.